R E P O R T R E S U M E S

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1967-1968 UPWARD BOUND PROPOSAL AND STATEMENTS. (TITLE SUPPLIED).

SAN FRANCISCO STATE COLL., CALIF.

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THIS DOCUMENT IS A PROPOSAL FOR THE CONTINUATION OF THE UPWARD BOUND SUMMER RESIDENTIAL AND ACADEMIC-YEAR PROGRAMS AT SAN FRANCISCO STATE COLLEGE. TO PREPARE DISADVANTAGED HIGH SCHOOL STUDENTS FOR HIGHER EDUCATION, THE PROJECT WILL OFFER REMEDIAL WORK AND COUNSELING SERVICES. INCLUDED IN THE SUMMER CURRICULUM WILL BE A COMMUNICATIONS CORE COURSE, ELECTIVE COURSES, AND COLLEGE AUDIT COURSES. DURING THE ACADEMIC YEAR PARENTS AND STUDENTS FROM TARGET HIGH SCHOOLS WILL WORK WITH PROGRAM STAFF TO FORMULATE AND REVIEW PLANS FOR THE SUMMER PHASE. STUDENTS WILL BE ENCOURAGED TO RAISE THEIR ASPIRATION LEVELS AND TO IDENTIFY WITH THE ROLE OF A COLLEGE STUDENT. THE PROPOSAL ALSO DESCRIBES THE QUALIFICATIONS OF THE COLLEGE FOR RUNNING THE PROGRAM, THE AREA AND POPULATION TO BE SERVED, AND THE COLLEGE'S COMMITMENT TO THE UPWARD BOUND STUDENTS. APPENDIXES OFFER INFORMATION ABOUT ADVISORY AND POLICY COMMITTEES, AND STAFF ROLES AND RESPONSIBILITIES. ALSO INCLUDED ARE TWO BRIEF STATEMENTS ABOUT THE PROGRAM. (NH)

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NARRATIVE: 1967-1968 UPWARD BOUND PROPOSAL

SAN FRANCISCO STATE COLLEGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

WORK PROGRAM

ED020246

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A. General Information

(1) Objectives

GENERAL OVERVIEW: The proposed program is a year-round program designed to develop the academic confidences and the aspirations for higher education in certain selected high school students with untapped and unrealized potential for successful college work. The students are selected from low-income environments. The program will begin as a full-time summer resident project on the San Francisco State College campus. The summer residential program will be incorporated into the year-round program, and the academic year follow-up will include supplemental academic course work, special counseling, and educational, cultural and social activities for all students, those who will be returning to high school studies and those who will have advanced to some form of higher education in the San Francisco bay area. The foci of the follow-up program will be on the individual student and on his continued involvement with the college community, with its facilities and with its personnel.

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The program is planned as a continuation of the 1966-1967 program which began in similar fashion with a residential project on the San Francisco State College campus last summer for tenth and eleventh grade students from designated high schools and areas. The proposed program will incorporate all participants in the 1966-1967 program who are continuing Upward Bound students and who are continuing their regular high school work during the current school year. An attrition of less than 25% is anticipated in the group of 120 students who began the program last summer. Vacancies caused by attrition or openings that occur because of funds other than those made available by Upward Bound will be

filled by tenth grade students from the same high schools now served. The 1967-1968 program will, thus, have representation from the tenth, eleventh and twelfth grades and from a few students who will have graduated and are preparing for immediate entrance into college.

Through a variety of approaches the program will seek to repair past deficiencies in academic preparation for college and for the upper high school grades, to equip the students with the intellectual skills necessary for success, to raise the aspiration level of each student, to sustain materially and psychologically those students who will experience a first year in higher education, and to support and, if necessary, to treat the student who is psychologically distracted from realiziig his educational goals. A central purpose of the proposed program is to provide a context and a set of learning experiences as a result of which the high school student will come to identify productively with the prospects of college life and to envision themselves in the roles of college students. It is intended that this active involvement with college life will provide the motivation for the development of needed study skills and for increased academic achievement during the remaining high school years and during the first year of college attendance. The activities, operations and personnel of the program are intended to assist each student in developing the maximum in self-confidence and personal responsibility, generated by a changing self-image and intensified and motivated by deep and continued personal relationships with both the staff and fellow students.

SPECIFIC OBJECTIVES: It is the intent of this program that each student will:

1. Gain a constellation of personal, college-affiliated and academic experiences which will lead to college-bound identification.

2. Achieve notable progress in gaining new concepts and knowledge in the academic fields of language arts, social science, mathematics and science.

3. Acquire a greater understanding of the communication and perceptual skills with which the student apprehends the world in which he lives.

4. Experience cultural, educational and recreational opportunities guided by the Upward Bound staff throughout the year.

5. Develop a sense of individual identity and self direction which will serve him in this contemporary period of group-defined social conflict.

6. Obtain personal and vocational counseling through formal and informal contacts with staff, through peer interaction and through personal introspection.

7. Experience succesful academic achievement leading to improved self concepts of academic ability.

8. Receive individual tutoring and personal support from succesful college students, many of whom have background similar to those of the Upward Bound student and all of whom have insights into the needs of Upward Bound students.

9. Have ready access to the medical and dental facilities of San Francisco State College and to the private medical, optical and dental resources made available to the program.

10. Receive specific material assistance and personal counseling in gaining admission to an institution of higher learning of the student's choice, and receive material, instructional, and psychological support during the first year of college work.

(2) Qualifications of San Francisco State College

San Francisco State College is an accredited state institution of higher learning which has been in operation since 1897. The college is staffed by over 1,000 faculty members and serves more than 17,000 students. It has well-developed programs in both liberal and applied arts. In addition to offering baccalaureate and graduate programs, San Francisco State College is actively engaged in many research, training and development programs at home andabroad, many of which are financed by grants from grants from federal, state,municipal and private agencies.

The Department of Secondary Education will have a major role in conducting the Upward Bound Program for the School of Education of San Francisco State College. The School of Education annually prepares more than 1,000 elementary and secondary school teachers. Each year about 300 graduate students complete programs in the fields of counseling, secondary education, elementary education, school administration, special education, and educational technology. The students completing programs in professional education find situations in the Bay Area, and because the teacher preparation program gives particular attention to

the problems of urban education, the students at this college are uniquely involved with the complexities of education for the culturally deprived. At the present time the Department of Secondary Education is completing negotiations with the San Francisco Unified School District to undertake a joint program of curriculum revision and teacher preparation in selected junior high schools located in depressed areas of San Francisco. In addition, the Department of Secondary Education and the School of Education have offered, for several years past, courses dealing with theoretical and practical matters related to the culturally disadvantaged. These courses are staffed by regular personnel with significant practical experience and a high level of academic competence. For the past two summers, the School has operated an NDEA Institute for Secondary Teachers of the Culturally Disadvantaged under the direction of Dr. Westby-Gibson.

San Francisco State College, as a total enterprise, is closely identified with current major social issues and problems and is supported at all administrative levels in its commitments to provide significant service for the total community in this connection. This commitment is particularly notable in the development of college programs for the disadvantaged. The college's involvement is manifested in action as well as in philosophical commitment. As will be noted elsewhere in this proposal, residential facilities, the college general instructional staff, college classroom space and equipment, the services of the counseling center, the personnel and resources of the health center, the Student Financial Aid office, the Admissions office, tec., are made available to the Upward Bound program.

PUBLIC ADVISORY COMMITTEE: A Public Advisory Committee has been established in connection with the college's current project. The Committee has met regularly with the project administration and will continue to do so throughout all future projects. The general role of the Committee is to serve in an advisory capacity to the institution, as represented by the project administration, in the develop-

ment of policy guides which will effectively represent the needs of the community in the formulation and implementation of the Upward Bound Program at San Francisco State College. Specific responsibilities and the composition of the committee are set forth in Appendix A.

ACADEMIC POLICY COMMITTEE: An Academic Advisory Group has been established to serve the college's current project and all future projects. The general role of the Academic Advisory Group is to serve the project administration in an advisory capacity in the development of policy guides which will effectively represent San Francisco State College in the formulation and implementation of the Upward Bound program. Specific responsibilities and the composition of the committee are set forth in Appendix B.

(3) Area To Be Served

As in the 1966-1967 program, the general area to be served will be that of the City and County of San Francisco. Specifically, the program will continue to draw students from the high schools located in the major poverty areas identified by the San Francisco Economic Opportunities Council: Chinatown, Hunters Point, Mission District, Western Addition, and Central City.

The 1966-1967 program included on a pilot basis six students from one high school in the nearby Marin County CAA service area. These students will be encouraged to continue with the program. In addition, some Upward Bound students in last summer's project have since transferred to other high schools located in San Francisco and, in one instance, outside the City of San Francisco. It is the intent of the program that these students continue to participate regardless of the location of the schools they are presently attending. However, the designated service areas will continue to be the major poverty areas described above, and new students will be selected from the high schools located in those areas.

(4) Methods of Student Recruitment

The 1966-1967 Upward Bound Program at San Francisco State College serves 120 high school students, most of whom had completed the tenth or eleventh grade before entering the program last summer. These students are now in the eleventh and twelfth grades, and it is anticipated that at least 75% of these students will continue with the program during the 1967-1968 year. At the present time, some measure of identification with the program is claimed for almost 100% of the group through their participation in on-going Upward Bound activities within the separate high schools and on the college campus and through continued associations with Upward Bound staff members, tutors and counselors. Not more than two or three students are believed to be "lost" to the program because of discontinued attendance at one of the high schools and inability of the Upward Bound staff to locate the students at their last known addresses. Every effort is being made to encourage the continued participation of all students not only through direct involvement with them but, also, through close working relationships with high school administrators and their professional staffs, through contact with supportive community groups, and through planned activities involving the parents of Upward Bound students.

The proposed program is also designed to accommodate 120 students. Realistically, it can be anticipated that some attrition will occur in the 1966-1967 group. Recruitment to fill these vacancies will be undertaken in a fashion similar to that used last year, except that in this instance tenth grade students will be recruited, almost exclusively, so the program can continue to serve students of all grades of the local senior high schools. Academic potential for college success will continue to be the basic consideration, but students will be selected for reasons other than a reward for academic and citizenship achievement. It is expected that a significant number of high risk students will continue to be selected.

The high schools located in each of the designated poverty areas will continue to be the primary groups from which students will be chosen to insure a "clustering effect" in those schools. Administrators, counselors, teachers, and students will be encouraged to submit the names of students who meet selection criteria. In addition, the local Economic Opportunities Council and local Poverty Area Councils will be asked to identify possible students. San Francisco State College students actively engaged in tutorial programs and community involvement programs will also be asked to nominate students. Recreational directors, proprietors of student "hangouts", settlement house staffs, local church groups, civil rights spokesmen, juvenile law officials and civil rights groups will be contacted and candidates solicited from them.

Actual selection of students to fill any vacancies which may occur will be made by the project director in consultation with key college staff in the academic year program, including student assistants, and with personnel from each of the designated high schools who have an intimate knowledge of the individual students and of their needs within the respective high schools and who are known to be supportive of the objectives of this particular program.

In selecting new participants every effort will be made to achieve an ethnic and racial balance representative both of the population of disadvantaged youth in the City of San Francisco and of the particular high schools of the designated service areas.

(5) Institution Intentions After Grant

San Francisco State College has long been committed to serving the needs of a wide range of student talents and interests. At the present time there is a quite visible concern that this commitment be extended to include the disadvantaged through the establishment of special admission requirements, further development of work-study programs, serious consideration of revisions of curricular patterns and instructional practices, and an already developed commitment and

working relationship on the part of the college counseling office and the office of student activities. College-wide meetings have been held at the initiation of the college President, and the Office of the Chancellor has taken beginning steps to adjust the state college system to serve adequately the needs of the disadvantaged. Specific verbal commitments to the needs of the culturally and economically disadvantaged in general and to the Upward Bound Program in particular have been made by the Dean of the School of Education, the Vice President for Academic Affairs, and the President of the college.

There is considerable evidence that the college will develop increasing commitments to those students who participate in Upward Bound projects established on this campus. The 1966-1967 project has produced a core of regular faculty persons dedicated to the principals of Upward Bound and to serving the culturally disadvantaged generally. Plans for the 1967-1968 project include the involvement of many persons across the campus with a specific view to extending the range of dedication. A major criterion in the selection of staff for the proposed project will be the capacity and willingness to serve both personally and professionally the needs of Upward Bound students after the grant period. An objective of the project is to develop enduring relationships between Upward Bound students and regular college personnel which will provide a reliable base for formal and informal counseling and psychic support throughout the years ahead, whether or not the students enter this college or another institution and, indeed, if the student does not continue with some form of higher education. Additionally, it is planned that the summer phase of the program provide specific opportunities for a larger number of regular college staff to be involved with Upward Bound students in such a fashion that their own future teaching can begin to reflect productively the academic and personal needs of the culturally disadvantaged.

It can be stated that this proposal is presented as a college project with a commitment by the total college to the principles, ideals and operations of

of Upward Bound, and that that commitment is a necessary condition for continuing acceptance of the project on this campus.

(6) Institutional Acceptance Upon Completion of High School

A general institutional commitment to Assisting Upward Bound students after completion of high school can be seen in the above statements. Specifically, the present academic year college and high school Upward Bound staffs are counseling students who are completing high school this year regarding their plans for post-secondary education. The single student who graduated at mid-semester has, through the offices of Upward Bound investigation and engagement, gained admission to one of the local colleges. Most crucially, the college has accepted a proposal that Upward Bound students be admitted to the college without reference to nominal admissions standards or to the 2% exception to those standards allowable in the State of California. Formal approval of the proposal from the Chancellor's office is awaited.

B. Staffing Information

(1) Project Director

Director: RAYMOND J. SIMPSON

(a) Age: 50 Born: September 30, 1916, Spencer, Iowa

(b) Attended Glendale High School, Glendale, California; Graduated February, 1934.

(c) Colleges and Universities Attended:

Glendale Junior College, 1937, no degree
University of California at Los Angeles, 1939-1942, no degree
Fresno State College, California, 1946-47, A. B. degree. Major: music.
Stanford University, 1950-51, M.A. degree. Major: School Administration
Stanford University, 1956-58, Ed.D. degree. Major: School Administration

(d) Teaching and Administrative Experience:

Teacher, Riverdale Elementary school, Riverdale, California
Teacher, Principal, Bret Harte Union High School, Angles Camp, California
Principal, Quincy Junior-Senior High School, Quincy, California
Assistant Superintendent and Acting Superintendent, San Rafael City Schools, San Rafael, California
Professor of Education and Chairman, Department of Secondary Education, San Francisco State College.

(e) Direct experience with rural disadvantaged individuals and groups was gained in first three public school assignments. In addition, the Department of Secondary Education at San Francisco State College is actively engaged in preparing teachers for the immediate urban areas. Service with this Department has included the supervision of an innovated credential program featuring extensive field experience in depressed areas. Currently, the Department is completing negotiations with the San Francisco Schools to undertake a joint program of curriculum revision and teacher preparation in selected junior high schools located in depressed areas of San Francisco. Related experience has been had as Coordinator of Teacher Education for several San Francisco State College Peace Corps projects training teachers for Liberia, West Africa. All of these projects involved trainee experience in tutoring children from disadvantaged areas of the city. Two projects included practice teaching experience in the schools of the U. S. Virgin Islands, with the proposed director as Chief of Party and supervisor of trainee practice teaching in several Virgin Islands schools.

(f) Present Position:

Professor of Education and Chairman, Department of Secondary Education, San Francisco State College. Committed salary for 1967-1968: $13,992.00, nine months.

(2) Teaching Staff

The proposed project's academic course work will center in the development of communication and perceptual skills appropriate to increasing academic competence. In addition, a range of elective courses will be offered designed to supplement the regular high school program and to awaken intellectual curiosity in the individual student. The course work will be carried on through five Communications Core classes and ten elective classes, with each student taking one communications class and at least one elective class. The instructors for these classes will be selected from regular college staff and the regular staffs of the target high schools. Instructors who served the 1966 summer program with distinction and who desire to continue will be given preference. Qualifications for instructional staff will include: 1) outstanding competence in the field of study; 2) demonstrated capacity to work with disadvantaged students; 3) experience with instructional innovations and willingness to explore new instructional techniques; 4) demonstrated ability to develop productive interpersonal relationships with a wide range of students and with new professional colleagues; and, 5) demonstrated ability to work in modified instructional team arrangements. As noted previously, the staff will also reflect the ethnic and racial backgrounds of the students with which it will be working.

(3) Student Assistants

Student assistants will serve as full-time tutor/counselors (five persons), as dormitory supervisor/counselors (eight persons), and as recreation assistants (five persons). San Francisco State College undergraduates and graduates will be given first preference if well qualified and desirous of summer employment. Tutors serving the 1966-67 project with distinction will be given preference whether or not a San Francisco State College student. A particular effort will be made to locate qualified student assistants who themselves come from disadvantaged backgrounds. Student assistants will be selected to represent the ethnic balance of

the total Upward Bound student group. Qualifications will include: 1) Ability to establish productive rapport with disadvantaged students; 2) ability to work effectively with the project instructional staff and dormitory coordinators; 3) willingness to explore instructional innovation under the direction of the instructional staff; 4) willingness and openness to experience new dimensions of interpersonal relationships; and, 5) academic competence in the field of study or training and/or experience in youth recreation or social work.

(4) Supporting Staff

The supporting staff will include five full-time counselors, a consulting psychologist, a psychiatric resident, and actively involved and/or consultant specialists in the arts, drama, journalism, and remedial reading and arithmetic. As noted in previous sections, physicians, dentists and medical specialists are an integral part of the program.

Full-time counselors will be employed to carry out a systematic program of counseling. The details of this program are described elsewhere. Five counselors will be employed, approximately half from the regular college counseling staff and half from regular high school counseling staffs. Qualifications will include: 1) specific training and experience in high school or college counseling; 2) demonstrated capacity to work with disadvantaged students; 3) a capacity to work with the instructional staff individually and in team arrangements; 4) capacity to work both formally and informally with students; and, 5) ability to have productive interpersonal relationships with students assigned to them in formal settings and, equally crucially, an ability and willingness to initiate productive interpersonal relationships informally and to respond to situations and events as they occur throughout the conduct of the program.

The consulting psychologist will function in a variety of roles. He will serve as an advisor for the counselors and for other members of the staff. In addition, he will supervise a program of testing which will include both objective

measurements of intelligence and aptitudes and subjective evaluations of individual students in the program.

One or more psychiatric residents completing their residencies at Mt. Zion Hospital will serve the program as consultants. They will be supervised by the hospital and by the Chief of Community Psychiatry, Dr. William Goldman. The psychiatrist will function in two major areas. First, he will work directly with those students for whom psychiatric attention is indicated, making referrals as appropriate. This will involve intensive exploratory relationships with some students. Second, he will work directly with the staff members both as an advisor about student/staff matters and as an agent with whom staff members can explore emotional and psychic experiences germane to their involvement with the program.

The consulting specialists in specific content fields and in the area of remediation will be chosen, simply, because they are specialists. The program intends to exploit fully the talent and genius resident in the college and in the general community.

(5) Duties and Responsibilities of Project Staff

See Appendix A for detailed statement of duties and responsibilities of all project staff.

C. Summer Program

The total program as presented in this proposal is conceived and presented as an integrated program embracing a summer phase and an academic year phase. The total program will be directly related to and grows out of the 1966-67 project and is viewed as a continuation of that project, as a creative, innovative and self-contained project, and as an integral part of an on-going program extending over a period of years.

The proposal has grown out of the experiences of the past summer and the present academic year program and from the philosophies and evolving educational theories of the Project Director and the staff. The experiences of both staff and

students have provided the real stuff of which this proposal is formulated. All staff, individually and in group meetings, have provided evaluative statements of the summer program and have made many suggestions for future programs. Students attending last summer presented many oral comments as well as written evaluations which included suggestions for future programs. Meetings with the 1966 summer staff have been conducted which had as their fundamental concern the development of the proposal and the project here presented. In addition, community leaders, college authorities, high school administrators and others interested in the program have been contacted. In short, the proposal now submitted represents the thinking and the emotions of varied and involved individuals and organizations.

As implied above, the operations of the present academic year program will provide active and integrative bases for the development of specifics in the activities described in this proposal. Students from each of the target high schools now meet in an academic year council which plans cultural and social events and which is consulted regarding the actual conduct of the anticipated summer program. The council is concerned with course content, with instructional techniques, with recreational and social activities, with student governmental organization, and with general rules and regulations guiding student participation in the total program. The council is an especially sensitive advisory group. Parent and parent-student meetings are planned at each high school--meetings which will be conducted by Upward Bound staff--during which the program will be described in detail and during which the parents will be invited to ask questions and to offer suggestions. High school authorities are being consulted regarding the academic and personal needs of the students selected from their schools. Particular assistance will be sought from high school authorities in developing certain summer elective courses which will carry regular high school credit. The Public Advisory Committee and the Academic Policy Group will also be asked to review the program plans and to make such suggestions and recommendations as they deem necessary.

The proposed summer program will be seven weeks in length. It will begin with a one-week non-residential advising/orientation/training program which will be followed by a six-week residential Holistic program. By holistic we mean the incorporation of instructional, recreational, cultural and personal experiences within the matrices of the classroom and the dormitory. Proposed dates for the summer program are:

Advising/Training/Orientation Week - June 19 to June 23, 1967

Residential Holistic Program - June 25 to August 4, 1967.

The six-week residential program is planned as a week-day program with activities planned for Sunday afternoon through Friday evening. The students will be in residence during that period. With some exceptions, the students will be expected to return to their homes Friday evening to return sometime Sunday afternoon. The close proximity of student's homes to the college, and the demands of parents seem to make this particular arrangement both desirable and necessary. For those students for whom that arrangement is neither necessary nor efficient, special exceptions will be made. The personnel needed to sustain those students will remain on the campus during the weekends will be available and will engage the excepted students in activities appropriate to the program and to the students' individual needs.

(1) Advising and Orientation Week

The first week of the program, non-residential for both students and staff, will combine student advising and orientation with staff orientation and training. It should be noted that the staff orientation and training will not be limited to this one week. It is expected that the staff's encounter with the program will begin shortly after the first of the year and that formal and informal meetings, seminars and discussions will be held during the months preceding the formal commencement of the new program. All staff will be on duty during the orientation week and will participate fully in the developments of that week. Students will be

asked to be on campus for designated group activities and individual counseling sessions. Students will also be encouraged to visit the campus at other times to confer informally with the Upward Bound staff. Most of the activities of this week will be held in the residence hall, the "headquarters" for Upward Bound during the summer months. (As will be noted elsewhere, all the offices of Upward Bound will be housed in the residence hall.)

Student activities will include individual counseling sessions with Upward Bound counselors regarding couse selections for the summer program and their particular academic and personal needs which can be met by the program generally or through special activities. For the continuing students, an important part of this initial counseling session will be a review of their involvement with the program, with their successes and failures, and, perhaps crucially, with the discrepancies between their achievements and their potentials. "Planned Sessions" for the total group will include formal introductionsof all staff, informal introductions of students, general information regarding the summe r program, and special meetings for reports of the academic year student council (cf. pp. 13-4, this report). Special meetings will be scheduled for discussions of student government organizations for the summer session, about which additional comment will be made in a later section.

A special invitational session will be held for parents, possibly combined with a formal opening ceremony and dinner meeting. Most particularly, the week's activities are designed to provide ample opportunity for informal contact between the staff and the students, and all students will be asked to participate in that context.

A second major focus of the orientation week will be upon staff orientation, training and planning. Staff group sessions will include presentations on the purposes of Upward Bound generally, on the specific objectives of the summer program, organization and logistics, on staff relationships and respon-

sibilities, and on the cultures of the groups represented in the Upward Bound student body. Functional small groups will be formed to carry out particular planning tasks and to undergo special training. Particular consideration will be given to the potential barriers between staff and students and between various members or components of the staff. Emphases will be placed upon unique learning problems, upon cultural problems of the group and individual represented, and upon the psychological implications for staff members. A special effort will be made to develop a cohesive staff which will promote the maximum in mutual respect and psychological support for each member and/or to identify those areas where such respect and support will be gained only by intense effort. As indicated earlier, this orientation week will be terminal rather than a beginning. It is intended that by that time the staff will have had a lengthy and fruitful association.

(2) Course Plan

Communications Core Course. Central to the total summer program will be a requiredacademic course for all students which will find a particular focus in the development of communications, perception and study skills, in the development of an adequate self-concept, and in the development of a sense of productive civic sensibility. The several sections of this course will emphasize a basic "dimension" of communication: reading, writing, speech, listening, etc., and each will be shaped by the skills and interests of the instructors selected. Students will select a particular section during the advising sessions of the orientation/ training week. The selections will be based on the students' interests and needs. Students will be encouraged todemonstrate their creative potentials through emphases on creative writing, on poetry, on literature and on expository prose.

A major emphasis of the counseling program will be placed on the activities of the Communications Core Course. Each instructor will work with a counselor assigned to the students enrolled in the course. It is expected that major content emphases can be developed in each section which will provide significant material

for consideration in smaller group counseling sessions conducted by the counselor. The instructor, the counselor and the tutor-counselor working cooperatively in the classroom setting can undertake integrative instructional tasks as well as exchange a great deal of significant professional information regarding the students they serve. The tutor-counselor assigned to each section will serve as an instructional assistant, as a discussion leader, and as a counselor supplement.

The class will meet daily for 90 minutes immediately after lunch. All sections will meet at the same hour, and there will be a maximum of 25 students in each section. The Communications Core Course will also provide the basic structure for the organization of student government. Student representatives will be selected from each section to form a student council. It is expected that routine administrative information will flow through these class meetings.

Elective Courses. Elective courses will be established to provide enrichment or remediation opportunities for students according to their individual needs. Each student will be required to select at least one such course during the advising week. All elective courses will meet for one hour daily during the mid-afternoon. Specific courses will be established in the areas represented below depending upon the student's needs and interests. These will be determined through a survey of all students prior to the summer program. Discussions are now underway with appropriate school officials in the City of San Francisco to determine if certain of these elective courses can carry specific high school credit and thereby assist in the elimination of certain deficiencies in high school requirements. Possible courses to be established include:

> Government, U. S. History, Biology, Sociology, Psychology, Art, Music, Drama, Physical Education, Reading Laboratory, Writing Laboratory, and Mathematics Laboratory.

It is intended that the elective courses be anchored to concrete needs and/or interests, that the students be engaged with craft as well as theory, and with

practice as well as instruction.

College Audit Courses. Each student will be asked to audit one regular summer college course determined by interest, by plans for the future, and by advice form the counselors. The regular instructors of all college summer classes will be surveyed by Upward Bound staff prior to the opening of the summer session to solicit volunteers who will make special audit opportunities available for Upward Bound students. Not more than three--and preferably, one--Upward Bound students will be assigned to any one class. Regular attendance will be expected. Upward Bound students will be expected to enter into the activities of the regular class. Regular students in those classes will be encouraged to seek some active involvement with the Upward Bound auditors. Textbooks will be supplied to the students by the Upward Bound project. The Upward Bound staff will seek to maintain an organized line of communication with the regular summer staff members who volunteer to participate in this phase of the program. The volunteer instructors will be asked to provide special orientation to the course work for Upward Bound students, and will be asked to make available some regular office hours or other personal time for informal, special help. Particular objectives of this crucial part of the program will be: greater identification with the academic affairs of college life, intellectual stimulation, a close personal involvement with regular college activities, staff and students, and a first step toward higher level academic achievement. This phase of the program, as noted previously, also intensifies and perpetuates the total college involvement with Upward Bound.

Counseling Program. A second major thrust of the summer program will be in the counseling program. The couseling program and instruction the Communications Core Course will be carefully interrelated in both planning and operation and will provide the heart of the summer program. The counseling aspects of the program are planned to continue without interruption throughout the current

and the following academic years. Major foci of the counseling program during both summer and academic year periods will be upon Upward Bound program counseling, personal needs, academic and personal counseling for the future, special assistance with admissions procedures of post-secondary institutions, special assistance in securing scholarships or other financial support for further education, and the problems of former Upward Bound students adjusting to a first year of college work.

Members of the counseling staff will have particular responsibility for articulating the needs of individual students to the program. It is anticipated that counselors will initiate conferences of all staff members involved with an individual student when such conferences are deemed efficient or necessary. Counseling activities, as noted elsewhere, will be both group and individual and will be carried on in both formal and informal settings. A special emphasis will be placed upon the informal encounters in the residence hall during the late afternoon and evenings. All counselors will be in the residence halls and available to the students during those hours. It is anticipated that at least two of the counselors will live in the residence hall during the summer. All counselors will be provided with offices located on the lower floor of the residence hall.

Recreational and social program. Major portions of the late afternoon and evening will be occupied by recreational and social activities under the direction of a full-time recreation coordinator. Activities will be developed in coordination with the total program and in consultation with the instructional cabinet and with the student council. The coordinator for this phase of the program will assume the responsibility for seeking the participation of all students in some recreational and social activities and to carry on the program in such a fashion as will be responsive to a wide range of interests and needs. Major recreational activities will be carried on in the late afternoon and will involve the use of all available college facilities, including theatres, the physical education quarters (including locker room, gymanasiums, swimming pool, playfields and special

equipment), and the facilities and equipment of individual and special departments. The more organized large group activities will be directed by appropriate specialists from the regular college staff, the regular secondary school staffs, or from the general community. Emphasis will be placed on activities which are recreational in nature rather than on the customary institutional physical education course.

Cultural Activities. Special cultural activities will be made available for both large and small groups. The activities will include special events on campus, field trips, and attendance at significant performances and/or demonstrations of the visual and performing arts. It is anticipated that many of the special trips will be arranged to accord with the contents of the Communications Core Classes. Bus transporation will be provided when appropriate.

Student Government. It is planned that students will participate in a self-government through the activities of a representative student council. The general formulation of student government will be developed during the present academic year by Upward Bound students through their elective academic year student council. Specific formulation of the summer student council will occur during the orientation week so that the student council will be ready to begin operation during the first week of instruction. The student council will meet regularly with administrative and instructional members of the Upward Bound staff in order to provide an organized, formal means of securing continuing student reaction to the various activities of the total program.

Residence Hall Program. The living and eating arrangements will constitute a planned program of group living which will be integrated within the total program through administrative and organizational arrangements and interrelated instructional and extra-instructional activities. The program will be organized and operated to insure optimum opportunities for individual and group socialization and maximum opportunity for the development of self-directed, productive social behavior.

Administrative and instructional offices will be located in the residence hall, and the administration of the instructional and non-instructional activities of the total staff will find their home base there. All staff will hold regularly scheduled "office hours" in their residence hall offices during the late afternoon and evening. In addition, all staff will spend some time in the activitiy areas of the residence hall in order to maintain optimum informal contact with their students in out-of-class settings. It is anticipated that the group living experience and the related students/staff interpersonal experience will provide at least one basic theme for the instructional program of the Communications Core Classes.

All students, project administration, and instructional and counseling offices will be housed in one regular college residence hall. An experienced adult residence hall coordinator, an assistant coordinator, and residence hall supervisors/counselors will live in with the Upward Bound students during their entire occupancy and will provide the direct supervision of the living experience. Instructional tutor-counselors and recreational assistants will live in on a regular basis asappropriate; live in space will also be made available for the project administrative staff, for instructional staff, for parents and for others from the community to "stay over". Although it is anticipated that Upward Bound activities will occupy most of the space of one residence hall, it is anticipated that some space will remain which can be used by regular summer school students. In this connection, regular summer session occupants of the residence halls will be contacted prior to the summer session through the cooperation of the residence hall director. The Upward Bound program and its purposes will be described through a specially prepared notice, and volunteers will be solicited to occupy whatever residential space remaining in the Upward Bound residence hall. This particular arrangement will be proposed as a unique living experiennce of considerable value to regular public school teachers attending the college summer session and of

outstanding interest to those public school teachers enrolling in the special programs for the education of the culturally disadvantaged during the summer session. Such persons will be encouraged to participate informally in all aspects of the program and to assume on a volunteer basis such instructional and tutorial services as their time and qualifications permit.

Proposed Daily Schedule for Summer Residential Project.

7:00 a.m.	Breakfast
8:00 a.m. to 12 noon.	Audit courses, library reading and research individual and group study, individual projects, and some remedial courses
12 noon	Lunch
1:00 p.m. to 2:30 p.m.	Communications Core Courses
3:00 p.m. to 4:00 p.m.	Elective courses
4:00 p.m. to 6:00 p.m.	Recreation and free time
6:00 p.m.	Dinner
7:00 p.m. to 8:30 p.m.	Social activity, entertainment and recreation
8:30 p.m. to 11:00 p.m.	Individual study, individual tutoring, individual and group counseling, total group presentations, student body meetings
11:00 p.m.	Bedtime

As indicated elsewhere in this proposal, the daily schedule is not intended to be inflexible. This is a core schedule about which the daily planning will be structured, but individual needs, field trips, special events, counseling and unique instructional demands will be fit into the daily schedule as necessary and appropriate.

(3) Physical and Residential Facilities

College facilities used by regular college students will be utilized by and shared with the Upward Bound program. Instructional classes will be housed in regular college classrooms, and students will live in one of the regular college residence halls. The "Little Theatre" will be used as an auditorium for meetings of the entire group. Other activities will take place in appropriate areas of the college, including the Creative Arts Building, the Industrial Arts Building, the Library, the gymnasium, etc. The "Gallery Lounge" and all eating facilities will

also be available to Upward Bound students.

Two residence halls (Mary Ward Hall and Merced Hall) provide room and board for approximately 800 students during the regular school year. The two halls share a large dining hall, and each hall has a living room, recreation area, and reception area on the first floor. There are five floors of student rooms. Each student room accommodates two students, has twin beds, individual dressers, desks and bookshelves.

The college library will be available to Upward Bound students on the same basis as to regular students. The library contains approximately 250,000 volumes and currently receives more than 2,000 periodicals. It is a depository for the publications of the United States Government as well as for those of the State of California. Special collections of books for adolescents, materials for remedial work and resources relating to the culturally disadvantaged are ... readily available. The functionally designed building affords many opportunities for study and browsing. The open shelf arrangement gives students immediate access to the greater part of the collections. A general reading room contains a browsing selection of books of current interest, selected general periodicals, newspapers and a weekly display of newly acquired books. Conference rooms and study rooms are available for groups which require special work with library facilities. The professional library staff is well-trained, and it is noted for its helpfulness to all students. Special presentations on library usage by the library staff will be arranged for Upward Bound students as appropriate.

The complete medical facilities and staff of the Student Health Center are being opened to the students of the Upward Bound program. These facilities will be used for both routine, day-to-day examination and treatment and for the special diagnostic and treatment programs which will be set up for the Upward Bound students. The latter will include dental and optical examinations and prescriptions.

D. Academic Year Program

(1) Follow-up Plan

As stated above, the academic year program is conceived as one part of a total integrated program. The major emphasis of the academic year program will be upon a continuation of the summer counseling program. Academic and non-academic activities will also be conducted on a regularly scheduled basis and will be closely related to the counseling program as well as to the production of unique contributions.

Counseling. During the academic year the counseling program will be directed by a full-time coordinator who assumes these same duties during the summer program. During the academic year he will be assisted by two administrative assistants who will serve as special coordinators of tutorial arrangements and special events. The program will emphasize special assistance in both personal and academic matters and will be designed to compliment regular high school services in these areas. The activities will be coordinated with those of the high schools through the liaison between the Upward Bound Coordinator and the Upward Bound representatives on the staffs of the target high schools.

The Coordinator will identify and select tutors for individual Upward Bound students and will work with high school representatives and Upward Bound academic instructors in the determination of the appropriate tutorial content. Special assistance will be provided for those Upward Bound students who are completing their final high school year in developing and supporting plans and aspirations for post-secondary educational activity. The Coordinator will also remain in direct contact with Upward Bound students who are not participating in the processes of higher educational institutions.

An additional responsibility of the Coordinator will be the function of liaison between the students and the community agencies and individuals with whom they are involved.

Academic Activities. Regular Upward Bound academic classes will be held on campus twice monthly during the academic year. These classes will meet during out-of-school hours. The classes will be instructed by regular college and high school personnel and will be designed to further extend communications skills appropriate to successful college level academic participation and to provide general enrichment of the students' academic background. Tutor/counselors will work with each instructor as instructional assistants, discussion leaders, and as general coordinators of class activities. Special attention will be given to the individual students and close liaison will be maintained with the academic year counseling staff. A particular effort will be made to perpetuate the audit class phase of the summer program. Students will be encouraged to attend late afternoon and evening classes, and efforts will be made to secure the services of volunteers from the regular college faculty course to mobilize the student's interests and ambitions.

Non-academic Activities. Other activities during the academic year will function through arrangements with the separate high schools and through activities on the college campus. An Upward Bound representative from the regular instructional staffs of the target high schools will provide organization within each school to promote continuing identification with Upward Bound ideals and to provide bases for special help in coping with student life in a large city high school. The high school representative will be in contact with the Upward Bound Counseling Coordinator in the identification of tutorial needs and other personal and academic needs which may be productively served by the Upward Bound staff. The school representatives will also serve as a special contact for Upward Bound students for the engagement and resolution of particular in-school needs and problems. Each school group will elect representatives to serve on an academic year student council similar to that currently operating.

Special events will be scheduled by the college Upward Bound staff throughout the academic year, events of cultural, social, recreational and educational types. Arrangements will be made with Upward Bound sponsorship to continue on a planned basis any special interest group as is established during the summer program: a student newspaper, creative writing and poetry classes, dramatics groups, musical groups, etc. Again, the students will be encouraged to involve themselves with regular and ongoing college affairs, and to that end efforts will be made to secrue student body cards from the Associated Students of San Francisco State College.

(2) Operations in Conjunction with Secondary Schools

Generally, the academic year program is conceived as being complementary and supplementary to ongoing secondary school activities and will be developed in full cooperation with secondary school officials. Specific operations in conjunction with secondary schools have been outlined above. Regular staff meetings will be held, chaired by the Project Director, which will involve the high school representatives with the program and with all Upward Bound staff. The project administration and the academic year counseling staff will be in active contact with all schools on a visitation basis in order to maintain an active, close relationship with school administrators, Upward Bound representatives, counseling and instructional staff particularly concerned with Upward Bound students. It will be the intent of the Upward Bound staff to make its services available to school personnel in such ways as will serve the best interests of the Upward Bound students and the schools they attend.

No additional facilities will be required. Regular high school and college facilities will be provided for all Upward Bound activities.

(3) Counseling between End of Summer Program and Beginning of Regular School Year

The summer counseling program and the academic year counseling program will be joined by a special arrangement so as to establish a means for continuing contact with students during the intervening time period. The Coordinator of Counseling will be employed during this time period, and he will be assisted by the regular Upward Bound staff. The Project Director and the Associate Director will also be available throughout most of this period for special help and for informal discussion. Individual tutoring will continue as appropriate and as can be arranged. It is intended that the Upward Bound office remain open continually and that Upward Bound students be encouraged to use it in maintaining formal and informal contact with the program. It is expected, further, that the relationships with tutorial, instructional and counseling persons which began or were continued in the summer will be alive during this interim period.

A special feature of this time period may be the extension of certain high school elective courses begun during the summer residential program. Negotiations are now under way with local school officials to determine if certain elective courses developed by the Upward Bound program can be accepted by the school district as credit courses toward high school graduation in those subject areas in which Upward Bound students are most deficient. It is likely that any full credit course developed in this fashion will have to embrace many more class hours than can be accommodated within the regular residential program. In this event, the intervening weeks can be used as extensions of the instruction begun during the summer residential and academic programs. Such instruction would be intensive and concentrated, and students electing to work for high school credit would enroll in but a single class daily on a non-residential basis during the intervening period.

E. Other Aspects

(1) Differences from Previous Programs

The San Francisco State College program of last summer and the academic year program to the time of submitting this proposal have provided a rich background of experience which has been utilized extensively in formulating the program which is set forth in this narrative. Further, the remainder of the current academic year program will provide the major dynamic for developing the detailed operations of the coming program. Major differences are enumerated below. Each statement represents an attempt to strengthen a shortcoming which has been identified in the 1966-67 program.

1. Counseling will become a major thrust in both the summer program and the academic year program. Focus for the counseling program will be located within the academic program, rather than the dormitory experience, and a larger staff of professional counselors will be employed.

2. Increased emphasis will be placed upon the content of academic courses. The scope of the required study will be limited to the general area of communications but greater depth will be emphasized. At the same time, a greater variety of academic electives will be made available which are known to meet the student's interests and needs.

3. Increased emphasis will be placed upon the development of teaching methodologies appropriate for the unique learning strategies now utilized by Upward Bound students.

4. Out-of-class activities will become an organized, integral part of the total program. Recreational and social activities will be organized for the late afternoon and evening and the administration of these aspects will be aggressive in seeking some participation on the part of all students. Elective recreational activities will replace the more formal physical education classes of last summer. Professional adult leadership will be added to supervise the residence hall activities generally. Dormitory supervisors/counselors will be employed with specific supervision responsibilities, and the more formal counseling responsibilities will be assigned to others. Upward Bound administrative and instructional offices will be located in the living area to provide a larger number of adults in informal contact with students during out-of-class hours.

5. Specific provision will be made to involve all staff in a week-long orientation and training activity which will be combined with non-residential student advising and planning activities at the outset of the summer program. In-service training activities will be regularly scheduled throughout the summer program.

(2) Special Funding Arrangement

The fact that Federal-financed support for the 1967-68 year has not been increased has dictated that we incorporate a special complex of statements and provisions which will allow us to preserve the integrity of this proposal and the essence of the program. San Francisco State College firmly believes that an effective and community-involved program must include a residential component. On the basis of our experience of last summer, we know it is not possible to mount a residential program without substantially increasing the number of instructional and supervisory staff. Such increases lift the total costs of the projected program considerably above Federal funds allocated for 1966-67, the base line for determing Federal support for the 1967-68 programs.

This institution is faced by these choices: first, it can limit program activities to those essentials which can be accomodated with the dollar amount of last year's program; second, it can reduce the number of students; or, three, it can seek increased non-Federal funds. Because the great majority of our students are students continuing from last summer's project, we consider the reduction of the number of students untenable. It would be impossible to determine bases for selecting those students who would be asked not to continue.

We cannot drastically modify the instructional parts of the program without altering the locally and nationally avowed intent of Upward Bound. It follows, therefore, that to adjust the program to the budgetary demands of the current allocations, it will be necessary to shift the burden of the residential program from Federal-financing to financing through non-Federal funds. We propose to elicit the funds necessary for the residential program--the special costs of which are $32,400--from local resources. At the same time, we wish to retain the privilege of an alternative plan which would eliminate the residential feature if the additional funds are not finally secured from the local resources.

The financial arrangements necessary to such a plan are set forth in the budget. Specific budget items directly related to the "Residential Hall Program" are indicated in the budget by an asterisk, and they are included as local agency contributions. The sum of $32,400 represents lodging and food for students, dormitory coordinators, supervisors, recreation coordinators and assistants.

We intend that the Upward Bound administration work with the Public Advisory Committee, the Academic Policy Committee, and local community contacts to raise the funds necessary to perpetuate the residential program. Preliminary contacts with informed persons and agencies in the community are encouraging.

It must be re-stated emphatically that the residential aspect of the summer program as outlined in the narrative of this proposal is a significant part of a total program and the central portion which insures an integrative experience for the students. Without it, the program remains similar to the secondary summer school which the Upward Bound student attends,but reluctantly. It is also the matrix from which the student gains one type of community experience with which to measure his own, more insular, community experience.

It must be acknowledged, however, that the residential feature is also the single element which can be eliminated without destroying the central purposes of the program. Should the residential program not be funded, we intend to present all other parts of the program as planned. The instructional schedule, the health program, the cultural activities and the student body-centered activities and organizations will proceed as outlined in the narrative. The counseling program would retain its significant relationship to the instructional program, and would encompass, both in scope and emphasis, the same ends they would serve were there to be a residential program. It is obvious that certain activities anchored to the facts of residence would have to be abandoned or modified, but we would endeavor to include as much of the social and recreational phases of the program as time allows. Without the residential program, the daily program would be presented between 8:00 a.m. and 5:00 p.m.

APPENDIX A

PUBLIC ADVISORY COMMITTEE

Specific Responsibilities and Composition

1. To develop community interest and support for the ideals of Upward Bound and for the particular program at San Francisco State College
2. To provide a fund of ideas and information for the formulation and implementation of the program
3. To identify possible community resources, human and physical, for implementing the program
4. To assist in the identification of potential Upward Bound students
5. To provide a major source for identifying community evaluation of the program throughout its operation and particularly at the close of the summer phase

The Public Advisory Committee has been selected to be representative of the total community, the college and the secondary schools served by the program. The composition of the Committee is set forth below. Persons have agreed to serve where names are given. Persons are being selected to represent the areas indicated in all other instances.

The Honorable John Burton, Representative to California State Assembly
Mrs. Laurel Glass, Board member, San Francisco Unified School District
Dr. Donald Garrity, Vice President, San Francisco State College
Mr. Robert Tyler, Assistant Professor of English, San Francisco State College
Dr. Kemp Frederick, Principal, Mission High School, San Francisco
Mr. Barton Knowles, Principal, Woodrow Wilson High School, San Francisco
Mr. Joseph Baily, Executive Secretary, Economic Opportunity Council of San Francisco
Representative of Bayview area
Representative of Mission area
Representative of Fillmore area
Representative of Chinatown area
Representative of Central City area
Undergraduate, San Francisco State College
Undergraduate, San Francisco State College

APPENDIX B

ACADEMIC POLICY COMMITTEE

Specific Responsibilities and Composition

1. To aid in the development and maintenance of total institutional involvement in and commitment to the Upward Bound program at San Francisco State College
2. To provide advice and counsel regarding the development of all college related aspects of the program
3. To assist in the identification of college resources which can implement the program
4. To provide a major source for college evaluation of the program throughout its operation, and particularly at the close of the summer phase

Members of the Academic Policy Group are:

Dr. Donald Garrity, Vice President of the College and Professor of Sociology
Mr. K. Morgan Yamanaka, Assistant Professor of Social Welfare
Dr. Robert Thornton, Dean, School of Natural Sciences and Professor of Physics
Dr. Dorothy Westby-Gibson, Professor of Education
Mr. Robert C. Tyler, Assistant Professor of English
Dr. Eugene Bossi, Medical Director, Student Health Service
Dr. William Goldman, Chief, Psychiatric Clinic, Mt. Zion Hospital

APPENDIX C

Staffing Pattern and Duties and Repsonsibilities of Project Staff

DIRECTOR

Provides general direction and supervision for the total project.

Supervises directly the work of the Associate Director, the Head Counselor, the Dormitory Coordinator, the Recreation Coordinator, the instructional staffs, and the professional and para-professional personnel.

Meets regularly with the instructional cabinet.

Directly responsible for carrying out and supervising the communications core course program.

Develops and maintains an effective and functioning involvement with the Public Advisory Committee, the Academic Policy Committee and the individuals and organizations in the community who have an interest in and/or support the Upward Bound program.

Meets with administrational, divisional and departmental leaders of the college to secure and to elaborate the college-wide engagement with the program.

ASSOCIATE DIRECTOR

Works directly under the Project Director.

Directly responsible for all fiscal affairs of the Project.

Directly responsible for carrying out and supervising the elective course program.

Directly responsible for the audit course program.

Provides direct supervision for all office staff.

Develops and maintains liaison with Frederic Burk Foundation Office.

COORDINATOR OF STUDENT SERVICES

Works directly under the Project Director.

Directly responsible for carrying out the counseling program.

Provides direct supervision of counseling staff.

Arranges for and supervises regularly scheduled seminars of pre-service and in-service training for all tutor-counselors and dormitory supervisor counselors.

Supervises the maintenance of all student records related to counseling during both the summer and academic year programs.

Directly responsible for coordinating counseling aspects of the Upward Bound program with counseling programs in high schools during the academic year.

Supervises the selecting and assignment of tutors during the academic year.

Provides special assistance to students who have completed high school in selecting and gaining admission to an institution for post-secondary education and in securing scholarship or other financial assistance for students entering post-secondary education.

Develops and maintains relationships with community resources which the students can use during periods of crises and/or in the resolution of difficulties tangential to the program and to the academic secondary program.

DORMITORY COORDINATOR (Male)

Works directly under the Project Director.

Directly responsible for carrying out the dormitory living program as developed by the Project Director and staff.

Provides general supervision for all dormitory supervisors/counselors.

Provides direct supervision of male dormitory supervisor/counselors.

Provides direct supervision for assistant dormitory coordinator.

Lives in dormitory with students throughout the program.

Principal duty hours will be during late afternoon and evening hours and the hours for retiring and morning arising.

ASSISTANT DORMITORY COORDINATOR (Female)

Works directly under Dormitory Coordinator.

Provides direct supervision of female dormitory supervisor/counselors.

Lives in dormitory with students throughout the program.

Principal duty hours identical with those of Dormitory Coordinator.

RECREATION COORDINATOR

Works directly under Project Director.

Develops recreational program for approval of instructional cabinet.

Directly responsible for carrying out all recreational activities.

Provides supervision and direction for tutor/counselors and supervisor/counselors when they are assigned to recreational activities.

Regular duty hours extend from late afternoon through to evening retirement and to such other times as recreational activities are scheduled.

PSYCHIATRIST

Works directly under Project Director and the director of the medical facility with which he is associated.

Provides psychiatric direction and supervision for all members of the staff.

Works directly with students where it is deemed necessary and appropriate.

Works directly with staff members to increase their sensitivity to the emotional stresses of the students.

Works directly with staff members who desire to explore their own psychic responses to their involvement with the program and its students.

Works directly with staff members in the areas of staff interpersonal relationships.

COMMUNICATIONS CORE COURSE INSTRUCTORS (Five Persons)

Directly responsible to Project Director.

Develops and carries out a program of instruction in the general area of communications.

Coordinates instructional program with the staff counselor assigned to work with his particular foundations class.

Provides direct supervision of tutor/counselor assigned to his class.

Holds regularly scheduled office hours in late afternoon or evening in dormitory.

Available on an informal basis for student contacts during late afternoon and evening as assigned and provides informal supervision of students during those hours.

Participates in all major activities of total Upward Bound Student Body.

Serves on project instructional cabinet.

May also serve as counselor or instructor of an elective course.

COUNSELORS (Five Persons)

Works directly under the Coordinator of Student Services.

Assigned to counsel students enrolled in a particular foundation communications course.

Coordinates his work with the instructor assigned to the foundation communications course.

Provides personal and academic counseling relative to the immediate Upward Bound program and to high school and college programs as appropriate.

Provides for regularly scheduled individual and group counseling sessions and for informal and individual and group meetings with the students to which assigned.

Holds regularly scheduled office hours during the late afternoon and evening hours.

Available on an informal basis for student contacts during the late afternoon and evening and provides informal supervision during those hours.

Is personally aggressive in seeking to establish relationships with each student with whom he is working.

Is expected to participate in all major activities of total Upward Bound Student Body.

Works closely with tutor/counselors and with professional staff in the attempt to identify personal and group stresses.

May live in dormitory throughout program.

ELECTIVE COURSE INSTRUCTOR (Four Full Time Persons or Eight Half Time Persons)

Works directly under Associate Director.

Develops and carries out a particular elective course as established by the Project Director and staff.

Holds regularly scheduled office hours during late afternoon and evening in dormitories.

Available on a limited, informal basis for student contacts during late afternoon and evening hours.

Makes available to counseling and administrative personnel such insights, intuitions or knowledge as he may derive from contact with Upward Bound students.

Participates in major Upward Bound activities as requested.

AUDIT COURSE STAFF (Volunteer - Unlimited Number of Persons)

A regular college staff member teaching a summer session course who volunteers to accept Upward Bound students as auditors in his regular class.

Consults with Associate Director as necessary and possible regarding Upward Bound students auditing his particular class.

Provides special orientation to course for Upward Bound students.

Provides such special help as is required and possible to Upward Bound students in his course.

Provides some time for personal interaction with Upward Bound students auditing his course.

Makes available to counseling and/or administrative personnel such insights, intuitions or knowledge as he may derive from contact with Upward Bound students.

TUTOR/COUNSELORS (Five Persons)

Works directly under a foundation communications course instructor as assigned.

Assists with class instruction and leads small group discussions as directed by instructor.

Provides special tutorial assistance for individual students.

Serves as a model for Upward Bound students and as a counselor supplement under direction of counselor assigned to class group.

Lives in dormitory and is available for informal contacts with students during late afternoon and evening hours.

Provides informal supervision of all Upward Bound students when on premises.

Meets regularly in pre-service and in-service training seminars with head counselor.

Seeks out information which can be used by other staff members and by himself in the effort to cope holistically with the Upward Bound students.

DORMITORY/SUPERVISOR/COUNSELOR (Four Male - Four Female)

Works directly under Dormitory Coordinator and/or Assistant Dormitory Coordinator.

Lives in dormitory with Upward Bound students and is assigned particular supervision responsibilities for a select group of students.

Provides general supervision of dormitory living experience and particular supervision of student group to which assigned.

Regular duty hours include late afternoon and evening until students retire and the hours of regular arising, Sunday afternoon through Friday afternoon.

Expected to take breakfast and dinner meals with students.

Serves as model for Upward Bound students and is available on an informal basis for student contacts during all hours.

Assists with supervising of recreational and social activities as assigned.

Works closely with other tutorial and counseling personnel in developing information about the students.

Confers with counseling and administrative personnel about individual and group problems as they arise.

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letter sent to Upward Bound students.

UPWARD BOUND
School of Education - Room 221G
SAN FRANCISCO STATE COLLEGE
1600 Holloway Avenue
San Francisco, California 94132

THIS IS AN IMPORTANT LETTER

PLEASE READ AND RESPOND

April 18, 1967

Nearly all of you have been asking questions about UPWARD BOUND and about the coming summer program. This brief and informal statement will attempt to answer some of your questions and to indicate, in general, what will be happening on campus this summer.

We will again have a residential session. There will be some differences between last summer's experience and the experience you can expect this summer. There will be new faces (and some familiar ones) among the staff and faculty, there will be some changes in the living arrangements, and the overall program will have a slightly different focus. WE HOPE ALL OF YOU WILL RETURN.

Many of you have expressed uncertainty about what UPWARD BOUND is really up to. Let me, in a sentence or two, suggest some of the goals of UPWARD BOUND and some of the reasons you are in the program. UPWARD BOUND has been called the war on talent waste. There are tens of thousands of young people in the United States who have the ability to go on to college but who, for a number of reasons, have not been able to do much about those abilities. UPWARD BOUND's primary concern is with the potential each of its students possesses. It does what it can do to help each student more fully realize his abilities. While we are concerned with how students do in high school, that concern is secondary to the long-range successes that are possible after high school. We are more concerned with what you will be doing than with what you are doing.

Each of you is in the program because you are capable of doing more than the ordinary job of work after you get out of high school. Most of you were selected because someone strongly felt you could make it in college or in some special post-secondary field, in spite of the possibility that you may not have seen yourself in that way, and in spite of the fact that your high school records may not indicate that you have been serious about school and school work.

So, UPWARD BOUND is concerned with the future. This means that we are involved with the kinds of skills that will help you realize your abilities more fully and more easily, and it means that we are involved with putting you in touch with those parts of your self which will be involved with your making use of your quite real abilities.

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We shall direct ourselves to these concerns next summer in a variety of ways. First, and most obviously, the focus will shift from a more or less "social" center to a more or less "academic" center. This does not mean that the summer will be all work and no play. Far from it. But the emphasis will be on skills and on self-development. You will be expected to attend classes and to do whatever work is connected with the classes. As most of you already know, there will be three different types of classes: a regular college course, an UPWARD BOUND class (which will be largely concerned with communications), and an elective course which will meet a particular high school need or a special interest. The classes will be spread throughout the day so there will be time for study, for socializing and for breathing. The mornings will be devoted primarily to collegiate activity, the audit courses, library reading and research, individual and group study, and so on. The UPWARD BOUND class and the elective class will meet in the afternoon. The late afternoon and evening will be spent in social activity, entertainment, recreation, individual study, individual tutoring, individual and group counseling, etc.

The major difference in the residential program will be that the dorm living-in experience will occur on a Sunday to Friday basis; that is, you will be returning to your homes and to your communities on the weekends. This will give you a chance to be with those of your friends not involved with UPWARD BOUND and to be involved with activities not connected with UPWARD BOUND.

A second difference will be an orientation week which will precede the actual dormitory experience. From June 19th to June 23rd, you will come to the campus for advising, for counseling, and for many other group and individual activities. The actual living in will begin on Sunday, June 25th, and the first classes will be attended Monday, June 26th. The program will run until August 4th.

I think a word should be said about the faculty and staff. As I mentioned, you will recognize some of the names, some you will not. Dr. Raymond J. Simpson is the Director; Bernard Palmer remains as Associate Director; Scott Hope will be the Coordinator of Student Activities. At the present time, our teaching staff includes, Prosper Boutet, Charles Fesler, Buck Hosman, John Orofino, Marian Ebright, Robert Tyler, Gloria Savage and Gail Graham. The Dormitory will be directed by Ernie MacNealy who will be assisted by Doris Holmes. The Dormitory Supervisors will be Herb Chan, Hank Smith, Barry Pickens, Tony Mathis, Precious Crowder, Nadine Mathis, Linda Leong, and Ellen Turner. The Counselors will be Joyce Talal, Rod Clark, Mary Landells, Noel Myricks and Don King. The new office manager and secretary is Eleanor Woodbeck. Butch Leslie and Mary Brumder will continue as Administrative Assistants. There will be others working as Instruction Assistants and in other capacities. I will write of them at another time.

Many of the changes that have been made in the program are the result of suggestions made by students and by the Student Council. We appreciate what we have learned from you!

We want to make the summer an open, exciting and experimental program. We can "promise" that the experience will be different. We earnestly hope that you will again be with us.

We are enclosing a card for you to return letting us know your plans.

We encourage you to call us if you have any questions, doubts or suggestions. It is imperative that the enclosed card be returned before the first of May.

Scott

Scott Hope

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This brief statement serves as an introduction to Upward Bound at San Francisco State College. A more elaborate and detailed statement is available should you desire to have it.

UPWARD BOUND is a program that works with high school students as they discover and mobilize intellectual, social and psychological strengths that, until now, have been largely unrealized. The program is funded by the Office of Economic Opportunity and, at the present time, is operating on more than two hundred college and university campuses in the United States and its territories.

There are one hundred and twenty students in San Francisco State's program. They live, generally, in low income areas, and for individual reasons they have not performed well in their high school work. By and large, they look upon the educational experience as restrictive and meaningless. Most of them have had no vision of themselves as college-bound or, indeed, as individuals who can be involved with any specific post-secondary activity. It is hoped that the students will discover viable reasons for making it through high school and will be encouraged to set goals for themselves which are both more optimistic and more realistic than those previously conceived.

The college's approach to what the O.E.O. has designated the "war on talent waste" is holistic and experiential. The college, its campus, its personnel, and its facilities serve as a center from which the program and its participants move into schools, into the neighborhoods and into the communities which support and/or challenge the students.

UPWARD BOUND is a year around involvement highlighted by a summer residential session. For six weeks the students live on the campus, attend a variety of classes, and participate in educational, cultural, social and recreational events which have as their foci both the academic collegiate experience and the development of self-concepts which will allow the students to function more efficiently in their own communities. During the summer, the students audit a regular San Francisco State College class; attend a "communications core course," in which

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it is hoped the students will acquire a greater understanding of the perceptual, conceptual and communications skills which they use in apprehending their experiences; and, take an "elective" course tailored to meet individual needs and/or interests. Into and around these basic academic experiences are woven events, activities and human involvements that appeal to the social natures of the students.

An intrinsic part of both the academic and social aspects of the program is an intensified, mobile and flexible counseling approach to psychological, social and educational problems when and where they occur.

The academic year engagement with the students is an extention and an elaboration of the summer session. The communications core classes will be continued and the multidimentional counseling will be intensified. In addition, each student involved with Upward Bound will have available to him a private tutor who will work in specific high school subjects. The tutors are volunteers from the college student body and from the community at large.

The teachers, the counselors and the administrators of the program are men and women uniquely skilled in the "jobs of work" they perform. They work in the secondary schools or are membens of the faculty of San Francisco State College.

In real and immediate ways, the program is "defined" not by its ambition, but by the personnel who actualize the content. The instructors, the dormitory supervision, the counselors, the staff, the administration and, most crucially, the volunteers from the college and from the wider communities of San Francisco and the Bay Area will determine how successfully the ambitions are realized.

3/31/67